

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the writer discusses the result of the study which covered the students' errors in using Reported Speech at the eighth grade of MTs Hidayatul Insan Palangka Raya. They are consists of data finding, the result of data analysis and discussion.

#### **A. Data Finding**

##### **1. The students' errors in using reported speech of simple present tense**

In this chapter, the writer analyzed the types of errors made by the students in using reported speech in simple present tense, the data were found from the students' assignment, which it was collected on Monday, November 11<sup>st</sup> 2013.

The writer analyzed the students' errors based on surface strategy taxonomy. In the theory, there were four types of error, they are omission, addition, misformation, and misordering. To analysis the data, the writer use some step, they are identification of errors, description of errors, andevaluation of errors. It can be seen that the types of students' errors in using reported speech in present tense in the table. They are described as follows:

a. Identification of Errors in Present Tense

Table:4.1

Identification of Errors in Present Tense

Student's Code	Original Text	Reconstructed
RA,	Janet says that she always eats <u>in the</u> morning	<b>Janet says that she always eats every morning</b>
RW, AG, SH, AF, ARS, SLM	Janet says that she always <u>eat</u> every morning	Janet says that she always eats every morning
TN, AY, MS, ZN, MRI, MR,	Janet says that <u>he</u> always eats every morning	Janet says that she always eats every morning
SLM, ARS, RW, NR, AFR, SLH, DG	Rina says that she <u>live</u> in Canada now	<b>Rina says that she lives in Canada now</b>
AF, MRI, SNAH	Rina says that she <u>was lives</u> in Canada now	Rina says that she lives in Canada now
MR, ZN, AY	Rina says that <u>he</u> lives in Canada now	Rina says that she lives in Canada now
MS	Rina says that <u>living</u> in Canada now	Rina says that she lives in Canada now
AG, MNF	Rina says that she <u>living</u> in Canada now	Rina says that she lives in Canada now
NR, TS, SH, AG, RW, AF, ARS, SLM	Tika says that she always <u>bring</u> doll every day	<b>Tika says that she always brings doll every day</b>
SII	Tika says that she <u>brought</u> doll every day	Tika says that she always brings doll every day
AY	Tika says that	Tika says that she

	always <u>bring</u> doll every day	always brings doll every day
<b>TN</b>	Tika says that she brings doll <u>today</u>	Tika says that she always brings doll every day
<b>RA</b>	Tika says that she always brings doll <u>today</u>	Tika says that she always brings doll every day
<b>MR</b>	Tika says that <u>always bring</u> doll every day	Tika says that she always brings doll every day
<b>MRI, TN</b>	Ani and ana <u>says</u> that <u>he</u> always cleans bedroom every day	<b>Ani and ana say that they always clean bedroom every day</b>
<b>AF, MR, SLH, AY</b>	Ani and ana <u>says</u> that <u>she</u> always cleans bedroom every day	Ani and ana say that they always clean bedroom every day
<b>RS, DG, SII, NA, NH, AG, RW,MPS, AR,MH, ZN,SHM,MNF</b>	Ani and ana <u>says</u> that they always <u>cleans</u> bedroom every day	Ani and ana say that they always clean bedroom every day
<b>SNAH,TS, RA</b>	Ani and ana <u>says</u> that they always <u>cleaning</u> bedroom every day	Ani and ana say that they always clean bedroom every day
<b>RS, SII, AF, SNAH, AG, MPS, ZN, MRI, SHM</b>	Dika and adi <u>says</u> that they <u>likes</u> play football	<b>Dika and adi say that they like play football</b>
<b>SLH, TS, TN</b>	Dika and adi <u>says</u> that <u>he</u> likes play football	Dika and adi say that they like play football
<b>AY</b>	Dika and adi <u>says</u> that <u>you are likes</u> play football	Dika and adi say that they like play football
<b>SII, SLM, ARS, AG, MRI, SHM</b>	Dika and lia <u>says</u> that they <u>are always</u>	<b>Dika and lia say that they always go to</b>

	<u>going</u> to library	<b>library</b>
<b>SNAH,MS</b>	Dika and lia <u>says</u> that always <u>going</u> to library	Dika and lia say that they always go to library
<b>AF</b>	Dika and lia <u>says</u> that <u>they are</u> always go to library	Dika and lia say that they always go to library
<b>SLH, TN</b>	Dika and lia <u>says</u> that <u>he always gone</u> to library	Dika and lia say that they always go to library
<b>RW</b>	Dika and lia <u>says</u> that <u>they always going</u> to library	Dika and lia say that they always go to library
<b>SH, MRI, MNF, TN</b>	Habibi says that he always <u>coming</u> to school	<b>Habibi says that he always comes late to school</b>
<b>NA, SLM, SNAH, SHM</b>	Habibi says that <u>he is always comes</u> late to school	Habibi says that he always comes late to school
<b>AF</b>	Habibi says that <u>he are always comes</u> late to school	Habibi says that he always comes late to school
<b>TS, RA</b>	Habibi says that <u>she is always comes</u> late to School	Habibi says that he always comes late to school
<b>AG</b>	Habibi says that <u>are always comes</u> late to school	Habibi says that he always comes late to school
<b>AR</b>	Habibi says that he is <u>always coming</u> to school	Habibi says that he always comes late to school

Based on the table of the research showed above, most of the eight grade students of MTs Hidayatul Insan Palangka Raya have errors in using

Reported Speech in present tense. It was found the students' errors inappropriate using pronouns as object. Example, "*Janet says that he always eats every morning*". It should be "*Janet says that she always eats every morning*". The second were omission in the sentence. Example, "*Janet says that she always eat every morning*". It should be "*Janet says that she always eats every morning*". The third errors were inappropriate using verb 'be' in the sentence. Example, "*Habibi says that he are always comes late to school*". It should be "*Habibi says that he always comes late to school*".

#### b. Description of Errors

##### 1) Omission Errors Made by Students in Present Tense

**Table:4.2**

**Omission Errors in Present Tense**

Student's Code	Errors	Linguistics Description	Surface Strategy Taxonomy
RW, AG, SH, AF, ARS, SLM	Janet says that she always <u>eat</u> every morning	VP	<b>Omission</b> Grammatical Morphemes
SLM, ARS, RW, NR, AFR, SLH, DG	Rina says that she <u>live</u> in Canada now	VP	<b>Omission</b> Grammatical Morphemes
MS	Rina says that <u>living</u> in Canada now	NP	<b>Omission</b> Major Constituents
NR, TS, SH, AG, RW, AF, ARS,	Tika says that she <u>always bring</u> doll	VP	<b>Omission</b> Grammatical

<b>SLM</b>	every day		Morphemes
<b>AY</b>	Tika says that <u>always bring</u> doll every day	NP	<b>Omission</b> Major Constituents
<b>MR</b>	Tika says that <u>always bring</u> doll every day	NP	<b>Omission</b> Major Constituents
<b>SNAH,MS</b>	Dika and lia <u>says</u> that <u>always going</u> to library	NP	<b>Omission</b> Major Constituents
<b>AG</b>	Habibi says that <u>are always comes</u> late to school	AU	<b>Omission</b>  Major Constituents

Notes:

\* NP = Noun Phrase  
Phrase

\*AU = Auxiliary

\*AP = Adverb

\* VP = Verb Phrase \*WO = Word Order

Based on the table of errors types above, the highest classifications of omission errors made by students in present tense were grammatical morphemes with the frequency 21 (77.78%). Then, major constituents with the frequency 6 (22.22%).

## 2) Addition Errors Made by Students in Present Tense

**Table:4.3**  
**Addition Errors in Present Tense**

Student's Code	Errors	Linguistics Description	Surface Strategy Taxonomy
AF, MRI, SNAH	Rina says that she <u>was</u> <u>lives</u> in Canada now	AU	<b>Addition</b> Double Marking
RS, DG, SII, NA, NH, AG, RW,MPS, AR,MH, ZN,SHM,MNF	Ani and ana <u>says</u> that they always <u>cleans</u> bedroom every day	VP	<b>Addition</b> Simple Addition
SNAH,TS, RA	Ani and ana <u>says</u> that they always <u>cleaning</u> bedroom every day	VP	<b>Addition</b> Simple Addition
RS, SII, AF, SNAH, AG, MPS, ZN, MRI, SHM	Dika and adi <u>says</u> that they <u>likes</u> play football	VP	<b>Addition</b> Simple Addition
SII, SLM, ARS, AG, MRI, SHM	Dika and lia <u>says</u> that they <u>are</u> <u>always</u> <u>going</u> to library	AU	<b>Addition</b> Double Marking
AF	Dika and lia <u>says</u> that <u>they</u> <u>are</u> always go to library	AU	<b>Addition</b> Double Marking
RW	Dika and lia <u>says</u> that <u>they</u> <u>always</u> <u>going</u> to library	VP	<b>Addition</b> Simple Addition
SH, MRI,	Habibi says that he always <u>coming</u> to	VP	<b>Addition</b>

<b>MNF, TN</b>	school		Simple Addition
<b>NA, SLM, SNAH, SHM</b>	Habibi says that <u>he is always comes</u> late to school	AU	<b>Addition</b> Double Marking
<b>AF</b>	Habibi says that <u>he are always comes</u> late to school	AU	<b>Addition</b> Double Marking
<b>TS, RA</b>	Habibi says that <u>she is always comes</u> late to School	AU	<b>Addition</b> Double Marking
<b>AR</b>	Habibi says that he is <u>always coming</u> to school	AU	<b>Addition</b> Simple Addition

Based on the table of errors types above, only one classification of addition errors made by students in present tense was simple addition with the frequency 31 (64.59%) and Double marking with frequency 17 (35.41%).

### 3) Misformation Errors Made by Students in Present Tense

**Table:4.4**

#### **Misformation Errors in Present Tense**

<b>Student's Code</b>	<b>Errors</b>	<b>Linguistics Description</b>	<b>Surface Strategy Taxonomy</b>
<b>TN, AY, MS, ZN, MRI, MR,</b>	Janet says that <u>he</u> always eats every morning	NP	<b>Misformation</b> Alternating form
<b>RA,</b>	Janet says that she always eats <u>in the morning</u>	AP	<b>Misformation</b> Overregularization
<b>MR, ZN, AY</b>	Rina says that <u>he</u>	NP	<b>Misformation</b>



	lives in Canada now		Alternating form
<b>AG, MNF</b>	Rina says that she <u>living</u> in Canada now	VP	<b>Misformation</b> Overregularization
<b>SII</b>	Tika says that she <u>brought</u> doll every day	VP	<b>Misformation</b> Overregularization
<b>TN</b>	Tika says that she brings doll <u>today</u>	AP	<b>Misformation</b> Overregularization
<b>RA</b>	Tika says that she always brings doll <u>today</u>	AP	<b>Misformation</b> Overregularization
<b>MRI, TN</b>	Ani and ana <u>says</u> that <u>he</u> always cleans bedroom every day	NP	<b>Misformation</b> Alternating form
<b>AF, MR, SLH, AY</b>	Ani and ana <u>says</u> that <u>she</u> always cleans bedroom every day	NP	<b>Misformation</b> Alternating form
<b>SLH, TS, TN</b>	Dika and adi <u>says</u> that <u>he</u> likes play football	NP	<b>Misformation</b> Alternating form
<b>AY</b>	Dika and adi <u>says</u> that <u>you are likes</u> play football	NP	<b>Misformation</b> Alternating form
<b>SLH, TN</b>	Dika and lia <u>says</u> that <u>he</u> always <u>gone</u> to library	NP	<b>Misformation</b> Alternating form

Based on the table of errors types above, the highest classifications of misinformation errors made by students in present tense form was alternating form with the frequency 21 (77.78%), then, overregularization with the frequency 6 (22.22%).

### c. Evaluation of Errors in using Reported Speech in Present Tense Made by Students

In this section, the researcher would like to present the description of students' ability and inability in using Reported Speech in English Language. So that way, in this part was fulfilled by the data gotten based on the result.

**Table 4.5**  
**The Frequency and Percentage of Students' Errors**  
**in Present Tense**

<b>Type of Tenses</b>	<b>Type of Errors</b>	<b>F</b>	<b>P</b>
Present Tense	- Omission	27	26.47%
	- Addition	48	47.59%
	- Misformation	27	26.47%
<b>TOTAL</b>		<b>Σ102</b>	<b>100%</b>

Based on the result of the data above, most of the eight grade students of MTs Hidayatul Insan Palangka Raya have errors in using reported speech in present tense.

It was found the highest classifications of error made by students in using reported speech in addition errors with the frequency of 48. The

second was omission errors with the frequency was 27 and misformation errors with the frequency 27.

Those are types be divided into some errors classification that can be seen in the table below:

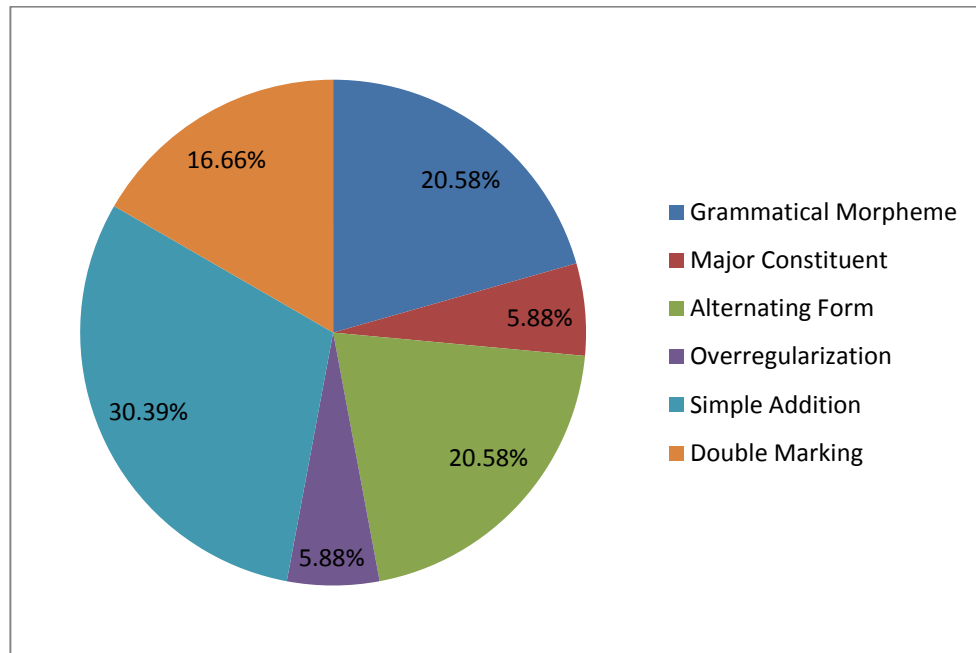
**Table 4.6**  
**The Frequency and Percentage of Errors Made by Students**  
**Using Reported Speech in Present Tense**

No.	Type of Errors	F	P
1.	Omission		
	-Grammatical Morphemes	21	20.58%
	-Major Constituent	6	5.88%
2.	Addition		
	-Simple addition	31	30.39%
	-Double Marking	17	16.66%
3.	Misformation		
	-Alternating Form	21	20.58%
	-Overregularization	6	5.88%
	<b>TOTAL</b>	<b>Σ102</b>	<b>100%</b>

Based on the table of error types above, it could be known the highest classification of error made by students in using reported speech was addition (simple addition) with the frequency of 31 (30.39%) and (Double marking) with frequency of 17 (16.66%). The second was omission (grammatical morphemes) with the frequency 21 (20.58%) and (major constituents) with the frequency 6 (5.88%). The last were Misformation (alternating form) with the frequency 21 (20.58%), (Overregularization) with frequency 6 (5.88%). To get clear description,

the percentage of errors in using reported speech in present tense in figure

4.1



## 2. The students' errors in using reported speech in past tense

In this chapter, the writer analyzed the types of errors made by the students in using reported speech in simple past tense. After collecting and analyzing the data, the writer analyzed the students' errors based on surface strategy taxonomy.

### a. Identification of Errors in Past Tense

**Table:4.8**

**Identification of Errors in Past Tense**

Student's Code	Original Text	Reconstructed
NR, DG, NH, AR	Tika said that she <u>reads</u> a good book yesterday	<b>Tika said that she read a good book</b>

		<b>yesterday</b>
<b>AFR, MR, MS, AY</b>	Tika said that <u>they</u> <u>reading</u> a good book yesterday	Tika said that she read a good book yesterday
<b>MPS, TN, RA</b>	Tika said that she <u>was</u> <u>read</u> a book yesterday	Tika said that she read a good book yesterday
<b>AG, ZN</b>	Tika said that <u>he</u> <u>was</u> <u>read</u> a good book yesterday	Tika said that she read a good book yesterday
<b>NR, DG, SIL, SLH, MRI</b>	Rina and tio said that they get many fish yesterday	<b>Rina and tio said that they got many fishes yesterday</b>
<b>NH</b>	Rina and tio said that they got <u>many fish</u> yesterday	Rina and tio said that they got many fishes yesterday
<b>NA, SNAH, MPS, ZN, SHM, RA</b>	Rina and tio said that they <u>gotten</u> many fishes yesterday	Rina and tio said that they got many fishes yesterday
<b>AG, AR, TS</b>	Rina and tio said that <u>their</u> got fish yesterday	Rina and tio said that they got many fishes yesterday
<b>AFR, MR, MS, AY</b>	Rina and tio said that <u>she</u> <u>and</u> <u>he</u> got many fish yesterday	Rina and tio said that they got many fishes yesterday
<b>SLM</b>	Rina and tio said that <u>get</u> many fish yesterday	Rina and tio said that they got many fishes yesterday
<b>ARS</b>	Rina and tio said that <u>they</u> <u>many</u> <u>fishes</u>	Rina and tio said that they got many fishes

	yesterday	yesterday
<b>DG, AG, RA</b>	Tio and lili said that they <u>reads</u> comic book <u>tonight</u>	<b>Tio and lili said that they read comic book last night</b>
<b>AFR, SLM, MS, TS, MRI</b>	Tio and lili said that they <u>are reading</u> comic book last night	Tio and lili said that they read comic book last night
<b>NA, NH, AF, SNAH, AR, ZN, SHM</b>	Tio and lili said that they <u>readed</u> comic book last night	Tio and lili said that they read comic book last night
<b>RS, MR, MPS, AY</b>	Tio and lili said that they <u>was read</u> comic book last night	Tio and lili said that they read comic book last night
<b>MR, AG</b>	Rudi said that <u>he was bought</u> a car a week ago	<b>Rudi said that he bought a new car a week ago</b>
<b>DG, ZN</b>	Rudi said that <u>he boughting</u> a new car a week ago	Rudi said that he bought a new car a week ago
<b>AY</b>	Rudi said that <u>he gets</u> a new car a week ago	Rudi said that he bought a new car a week ago
<b>NR, NA, AFR, AF, MPS, SLH,MH, MS, MNF, TN, RA</b>	Rudi said that he <u>buy</u> a new car a week ago	Rudi said that he bought a new car a week ago
<b>NR, AFR, NH, SLM, SNAH</b>	Linda said that <u>she gotten</u> a new last week	<b>Linda said that she got a new job last week</b>
<b>MR, SH, MS, ZN</b>	Linda said that <u>she gotting</u> a new job last week	Linda said that she got a new job last week
<b>AF, AY</b>	Linda said that <u>he got</u> a new last week	Linda said that she got a new job last week
<b>DG</b>	Linda said that <u>he gets</u>	Linda said that she

	a new last week	got a new job last week
<b>AF, SLH</b>	Mira and mary said that <u>she</u> wrote some novels last year	<b>Mira and mary said that they wrote some novels last year</b>
<b>NR, TS, TN</b>	Mira said that they wrote to <u>some novel</u> last year	Mira and mary said that they wrote some novels last year
<b>AFR, NH, MR, SH, MS, AY, SHM</b>	Mira and mary said that <u>she write</u> some novels last year	Mira and mary said that they wrote some novels last year
<b>DG, NA, SNAH, AG, MPS, ZN, RA</b>	Mira and mary said that <u>they wroten</u> some novels last year	Mira and mary said that they wrote some novels last year
<b>MRI</b>	<u>Mira and mary they she wrote</u> some novels last year	Mira and mary said that they wrote some novels last year

Based on the table of the research showed above, most of the eight grade students of MTs Hidayatul Insan Palangka Raya have errors in using Reported Speech in past tense .It was found the students' errors inappropriate using pronouns as object. Example, "*Rina and tio said that their got fish yesterday*". It should be "*Rina and tio said that they got fish yesterday*". The second were omission in the sentence. Example, "*Rina and tio said that they got many fish yesterday*". It should be "*Rina and tio said that they got many fishes yesterday*". The third errors were inappropriate using verb 'be' in the sentence. Example, "*Tika said that she was read a*

*book yesterday. It should be “Tika said that she read a book yesterday”.*

The last errors were inappropriate using verb in the sentence. Example, *Rina and tio said that they gotten many fishes yesterday. It should be “Rina and tio said that they got many fishes yesterday”.*

## b. Description of Errors

### 1) Omission Errors Made by Students in Past Tense

**Table:4.9**

**Omission Errors in Past Tense**

Student's Code	Errors	Linguistics Description	Surface Strategy Taxonomy
<b>NH</b>	Rina and tio said that they got <u>many fish</u> yesterday	NP	<b>Omission</b> Grammatical Morphemes
<b>SLM</b>	Rina and tio said <u>that get</u> many fish yesterday	NP	<b>Omission</b> Major Constituents
<b>ARS</b>	Rina and tio said that <u>they many fishes</u> yesterday	VP	<b>Omission</b> Major Constituents
<b>NR, AFR, NH, SLM, SNAH</b>	Linda said that she gotten <u>a new last</u> week	AP	<b>Omission</b> Grammatical Morphemes
<b>NR, TS, TN</b>	Mira said that they wrote to <u>some novel</u> last year	NP	<b>Omission</b> Grammatical Morphemes



Based on the table of errors types above, the highest classifications of omission errors made by students in simple past tense were grammatical morphemes with the frequency 9 (81.81%). Then, major constituents with the frequency 2 (18.18%).

## 2) Addition Errors Made by Students in Past Tense

**Table:4.10**  
**Addition Errors in Past Tense**

Student's Code	Errors	Linguistics Description	Surface Strategy Taxonomy
NR, DG, NH, AR	Tika said that she <u>reads</u> a good book yesterday	VP	<b>Addition</b> Simple Addition
AFR, MR, MS, AY	Tika said that <u>they</u> <u>reading</u> a good book yesterday	VP	<b>Addition</b> Simple Addition
MPS, TN, RA	Tika said that she <u>was read</u> a book yesterday	AU	<b>Addition</b> Double Marking
AG, ZN	Tika said that <u>he</u> <u>was read</u> a good book yesterday	AU	<b>Addition</b> Simple Addition
DG, AG, RA	Tio and lili said that they <u>reads</u> comic book <u>tonight</u>	VP	<b>Addition</b> Simple Addition
AFR, SLM, MS, TS, MRI	Tio and lili said that they <u>are</u> <u>reading</u> comic book last night	AU	<b>Addition</b> Simple Addition
RS, MR, MPS, AY	Tio and lili said that they <u>was read</u> comic book last night	AU	<b>Addition</b> Double Marking

<b>MR, AG</b>	Rudi said that <u>he</u> <u>was bought</u> a car a week ago	AU	<b>Addition</b> Double Marking
<b>MRI</b>	<u>Mira and mary they</u> <u>she wrote</u> some novels last year	NP	<b>Addition</b> Double Marking

Based on the table of errors types above, only one classification of addition errors made by students in simple past tense was simple addition with the frequency 18 (64.28%). Then, double marking with the frequency 10 (35.71%).

### 3) Misformation Errors Made by Students in Past Tense

**Table:4.11**

**Misformation Errors in Past Tense**

<b>Student's Code</b>	<b>Error</b>	<b>Linguistics Description</b>	<b>Surface Strategy Taxonomy</b>
<b>NA, SNAH, MPS, ZN, SHM, RA</b>	Rina and tio said that they <u>gotten</u> many fishes yesterday	VP	<b>Misformation</b> Overregularization
<b>NR, DG, SII, SLH, MRI</b>	Rina and tio said that they <u>get</u> many <u>fish</u> yesterday	VP	<b>Misformation</b> Archi form
<b>AG, AR, TS</b>	Rina and tio said that <u>their</u> <u>got</u> fish yesterday	NP	<b>Misformation</b> Alternating form
<b>AFR, MR, MS, AY</b>	Rina and tio said that <u>she and he</u> got many fish yesterday	NP	<b>Misformation</b> Alternating form
<b>NA, NH, AF,</b>	Tio and lili said	VP	<b>Misformation</b>

<b>SNAH, AR, ZN, SHM</b>	that they <u>readed</u> comic book last night		Overregularization
<b>DG, ZN</b>	Rudi said that <u>he</u> <u>boughting</u> a new car a week ago	VP	<b>Misformation</b> Overregularization
<b>AY</b>	Rudi said that <u>he</u> <u>gets</u> a new car a week ago	VP	<b>Misformation</b> Overregularization
<b>NR, NA, AFR, AF, MPS, SLH, MH, MS, MNF, TN, RA</b>	Rudi said that he <u>buy</u> a new car a week ago	VP	<b>Misformation</b> Overregularization
<b>MR, SH, MS, ZN</b>	Linda said that <u>she</u> <u>gotting</u> a new job last week	VP	<b>Misformation</b> Overregularization
<b>AF, AY</b>	Linda said that <u>he</u> <u>got</u> a new last week	NP	<b>Misformation</b> Overregularization
<b>DG</b>	Linda said that <u>he</u> <u>gets</u> a new last week	VP	<b>Misformation</b> Overregularization
<b>AF, SLH</b>	Mira and mary said that <u>she</u> wrote some novels last year	NP	<b>Misformation</b> Alternating form
<b>AFR, NH, MR, SH, MS, AY, SHM</b>	Mira and mary said that <u>she</u> <u>write</u> some novels last year	NP	<b>Misformation</b> Alternating form
<b>DG, NA, SNAH, AG, MPS, ZN, RA</b>	Mira and mary said that <u>they</u> <u>wroten</u> some novels last year	VP	<b>Misformation</b> Overregularization

Based on the table of errors types above, the highest classifications of misformation errors made by students in past tense form was alternating form

with the frequency 16 (25.80%), the second was overregularization with the frequency 41 (66.12%), and the last was archi-form with the frequency 5 (8.06%).

### c. Evaluation of Errors in Past Tense Made by Students

In this section, the researcher would like to present the description of students' ability and inability in using reported speech in English Language. So that way, in this part was fulfilled by the data gotten based on the result.

**Table 4.12**  
**The Frequency and Percentage of Students' Errors**  
**In Past Tense**

Type of Tenses	Type of Errors	F	P
Past Tense	- Omission	11	10.89%
	- Addition	28	27.72%
	- Misformation	62	61.38%
<b>TOTAL</b>		<b>Σ101</b>	<b>100%</b>

Based on the result of the data above, most of the eight grade students of Mts Hidayatul Insan Palangka Raya have errors in using reported speech in past tense.

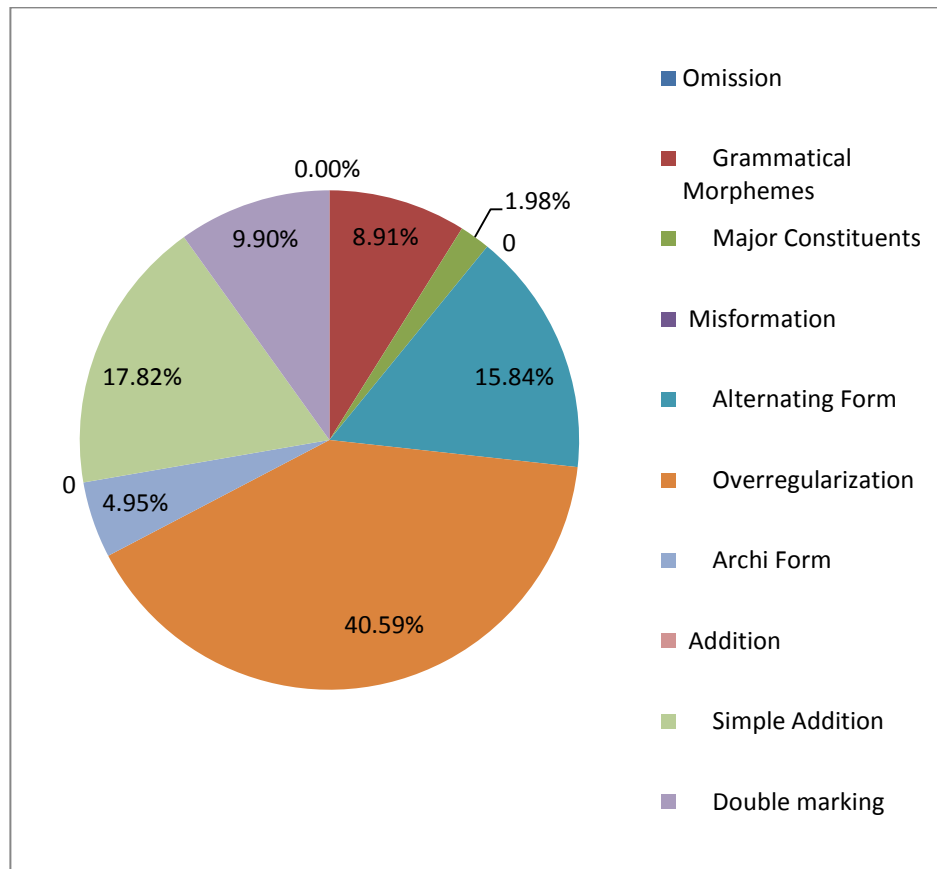
It was found the highest classifications of error made by students in using reported speech in misformation errors with the frequency of 62. The second was addition errors with the frequency was 28 and the fewest classifications was omission errors with the frequency 11.

Those are types be divided into some errors classification that can be seen in the table below:

**Table 4.13**  
**The Frequency and Percentage of Errors Made by Students**  
**Using Reported Speech in Past Tense**

No.	Type of Errors	F	P
1.	Omission		
	-Grammatical Morphemes	9	8.91%
	-Major Constituent	2	1.98%
2.	Addition		
	-Simple addition	18	17.82%
	-Double Marking	10	9.90%
3.	Misformation		
	-Alternating Form	16	15.84%
	-Overregularization	41	40.59%
	-Archi Form	5	4.95%
	<b>TOTAL</b>	<b>Σ101</b>	<b>100%</b>

Based on the table of error types above, it could be known the highest classification of error made by students in using reported speech was Misformation (Overregularization) with frequency 41 (40.59%), (alternating form) with the frequency 16 (15.84%), and (Archiform) with frequency 5 (4.95%). The second was addition (simple addition) with the frequency of 18 (17.82%) and (Double marking) with frequency of 10 (9.90%). The fewest were omission (grammatical morphemes) with the frequency 9 (8.91%) and (major constituents) with the frequency 2 (1.98%). To get clear description, the percentage of errors in using reported speech simple past tense in figure 4.2



### 3. The students' errors in using reported speech of Future Tense

In this chapter, the writer analyzed the types of errors made by the students in using reported speech in simple future tense, after collecting and analyzing the data, the writer analyzed the students' errors based on surface strategy taxonomy.

a. Identification of Errors in Future Tense

Table:4.15

Identification of Errors in Future Tense

Student's Code	Original Text	Reconstructed
AFR, MS,MRI, AY	Adi says that <u>she</u> will to go to school next years	<b>Adi says that he will go to school next year</b>
MR, RA	Adi says that <u>she will gone</u> to school next years	Adi says that he will go to school next year
AF, SH, ZN	Adi says that <u>he would was going</u> to school next year	Adi says that he will go to school next year
NH, SNAH, MPS, AR, TS	Adi says that he will <u>goes</u> to school next year	Adi says that he will go to school next year
NR, ARS, SHM	Adi says that he will <u>gone</u> to school next years	Adi says that he will go to school next year
DG, ARS, MPS, TS	Jhon says that he will <u>finishes</u> the work in <u>two day</u>	<b>Jhon says that he will finish the work in two days</b>
AF, MR, AR, ZN	Jhon says that he <u>would finish</u> the work in two days	Jhon says that he will finish the work in two days
MRI, TN	Jhon says that <u>they</u> will finish in two days	Jhon says that he will finish the work in two days
NA, AG	Jhon says that <u>he</u> will finish the work in <u>two day</u>	Jhon says that he will finish the work in two days
RA	Jhon says that <u>she</u> will finish the work in <u>two day</u>	Jhon says that he will finish the work in two days
ARS, SNAH, AG, MS,	Tika and ida <u>says</u> that they will <u>going</u> to	<b>Tika and ida say that they will go to</b>

<b>ZN</b>	market	<b>market</b>
<b>AFR, MR, AR, SLH, AY</b>	Tika and ida <u>says</u> that <u>she</u> will go to market	Tika and ida say that they will go to market
<b>MPS</b>	Tika and ida <u>says</u> that they will <u>goes</u> to market	Tika and ida say that they will go to market
<b>TS</b>	Tika and ida <u>says</u> that <u>they goes</u> to market	Tika and ida say that they will go to market
<b>MRI</b>	Tika and ida <u>says</u> that they <u>will to go</u> to market	Tika and ida say that they will go to market
<b>MR, MPS, MS</b>	Father says that <u>he is will comes</u> late tonight	<b>Father says that he will come late tonight</b>
<b>AFR, SLH, MH, AY, MNF</b>	Father says that he <u>will to come</u> late tonight	Father says that he will come late tonight
<b>SNAH, ZN, MRI</b>	Father says that he <u>will to coming</u> late tonight	Father says that he will come late tonight
<b>AG, AR, RA</b>	Father says that <u>will</u> come late tonight	Father says that he will come late tonight
<b>RW</b>	Father says that <u>he will coming</u> late tonight	Father says that he will come late tonight
<b>MRI, TN</b>	Hamid says that he <u>will to his home</u> tonight	<b>Hamid says to agus that he will come to his home tonight</b>
<b>DG, SII, AFR, AF, SNAH, AG, RW, SH, TS, AY</b>	Hamid says to agus that he will come to <u>her home</u> the night	Hamid says to agus that he will come to his home tonight
<b>MR, RA</b>	Hamid says to agus that <u>will come to her home</u> the night	Hamid says to agus that he will come to his home tonight
<b>MH</b>	Hamid says to agus <u>that will come</u> to his home tonight	Hamid says to agus that he will come to his home tonight
<b>NR</b>	Hamid says to agus that he will come <u>to home</u>	Hamid says to agus that he will come to



	the night	his home tonight
<b>AR</b>	Hamid says to agus <u>that come</u> to his home tonight	Hamid says to agus that he will come to his home tonight
<b>MS</b>	Hamid says to agus that <u>he will comes</u> to his home tonight	Hamid says to agus that he will come to his home tonight
<b>AFR, NH, MR, SNAH, ZN, MRI, AY</b>	Doctor tells me that <u>he would to call</u> me today	<b>Doctor tells me that he will me today</b>
<b>SH, AR, MS, RA</b>	Doctor tells that he will call <u>you</u> today	Doctor tells me that he will me today
<b>TS, TN</b>	Doctor tells that he will <u>call I</u> today	Doctor tells me that he will me today
<b>NR, SLM, MPS</b>	Doctor tells that <u>he will me</u> today	Doctor tells me that he will me today
<b>AF, MR, TN</b>	Lina says to rio <u>will meet</u> him in party tomorrow	<b>Lina says to rio that she will meet him in party tomorrow</b>
<b>AG</b>	Lina says to rio that <u>she would</u> meet him tomorrow	Lina says to rio that she will meet him in party tomorrow
<b>ARS, TS, MRI, MNF</b>	Lina says to rio that she <u>will meeting</u> her in party tomorrow	Lina says to rio that she will meet him in party tomorrow
<b>AFR</b>	Lina says to rio that she <u>will meet her</u> in party tomorrow	Lina says to rio that she will meet him in party tomorrow
<b>SNAH, MPS, RA</b>	Lina says to rio that she <u>will meets</u> him in party tomorrow	Lina says to rio that she will meet him in party tomorrow
<b>SLH</b>	Lina says to rio that <u>she will meet him tomorrow</u>	Lina says to rio that she will meet him in party tomorrow
<b>AR</b>	Lina says to rio <u>that will meet</u> him in party	Lina says to rio that she will meet him in

	tomorrow	party tomorrow
<b>AFR, SNAH, ZN, TN, MPS</b>	Uncle says to me that <u>he arrived</u> to semarang	<b>Uncle says to me that he will arrive to semarang</b>
<b>RW, MS</b>	Uncle says to me that he <u>will arrived</u> to semarang	Uncle says to me that he will arrive to semarang
<b>NR, AG</b>	Uncle says to me that <u>him will arrive</u> to semarang	Uncle says to me that he will arrive to semarang
<b>MR, RA</b>	Uncle says to me <u>that will arive</u> to semarang	Uncle says to me that he will arrive to semarang
<b>MRI</b>	<u>Uncle to me</u> that he will arrive to semarang	Uncle says to me that he will arrive to semarang
<b>AFR, MR, SNAH, MS, TS, MRI, RA</b>	Dini says that she <u>will to study</u> English tonight	<b>Dini says that she will study English tonight</b>
<b>TN</b>	Dini that <u>she studed</u> English tonight	Dini says that she will study English tonight
<b>SLH, ZN</b>	Dini says <u>that will</u> study English tonight	Dini says that she will study English tonight

Based on the table of the research showed above, most of the eight grade students of MTs Hidayatul Insan Palangka Raya have errors in using Reported Speech in future tense .It was found the students' errors inappropriate using pronouns. Example, *"Adi says that she will to go to school next year"*. It should be *"Adi says that he will to go to school next year"*. The second were omission in the sentence. Example, *"Hamid says that he will to his home tonight"*. It should be *"Hamid says that he will go to his home tonight"*. The

third errors were inappropriate using verb in the sentence. Example, “*Adi says that he will goes to school next year*”. It should be “*Adi says that he will go to school next year*”. The fourth errors were inappropriate using verb “be” in the sentence. Example, “*Father says that he is will comes late tonight*”. It should be “*Father says that he will come late tonight*”. The last errors were inappropriate using modal “be” in the sentence. Example “*Adi says that he would was going to school next year*”. It should be *Adi says that he will go to school next year*”.

## b. Description of Errors

### 1) Omission Errors Made by Students in Future Tense

**Table:4.16**

**Omission Errors in Future Tense**

<b>Student's Code</b>	<b>Errors</b>	<b>Linguistics Description</b>	<b>Surface Strategy Taxonomy</b>
<b>NA, AG</b>	Jhon says that he will finish the work in <u>two day</u>	AP	<b>Omission</b> Grammatical Morphemes
<b>RA</b>	Jhon says that <u>she</u> will finish the work in <u>two day</u>	NP AP	<b>Omission</b> Grammatical Morphemes
<b>TS</b>	Tika and ida says that <u>they goes</u> to market	VP	<b>Omission</b> Grammatical Morphemes
<b>AG, AR, RA</b>	Father says that <u>will</u> come late tonight	NP	<b>Omission</b> Major Constituents

<b>MR, RA</b>	Hamid says to agus that <u>will come to her home</u> the night	NP	<b>Omission</b> Major Constituents
<b>MH</b>	Hamid says to agus <u>that will come to</u> his home tonight	NP	<b>Omission</b> Major Constituents
<b>AR</b>	Hamid says to agus <u>that come to</u> his home tonight	NP	<b>Omission</b> Major Constituents
<b>MRI, TN</b>	Hamid says that he <u>will to his home</u> tonight	VP	<b>Omission</b> Grammatical Morphemes
<b>NR</b>	Hamid says to agus that he will come <u>to home</u> the night	NP	<b>Omission</b> Major Constituents
<b>NR, SLM, MPS</b>	Doctor tells that <u>he will me</u> today	VP	<b>Omission</b> Grammatical Morphemes
<b>AF, MR, TN</b>	Lina says to rio <u>will meet</u> him in party tomorrow	NP	<b>Omission</b> Major Constituents
<b>SLH</b>	Lina says to rio that <u>she will meet him tomorrow</u>	AP	<b>Omission</b> Grammatical Morphemes
<b>AR</b>	Lina says to rio <u>that will meet</u> him in party tomorrow	NP	<b>Omission</b> Major Constituents
<b>AFR, SNAH, ZN, TN, MPS</b>	Uncle says to me that <u>he arrived</u> to semarang	AU	<b>Omission</b> Grammatical Morphemes
<b>RW, MS</b>	Uncle says to me that he <u>will arrived</u> to semarang	VP	<b>Omission</b> Grammatical Morphemes
<b>MR, RA</b>	Uncle says to me <u>that will arive</u> to semarang	NP	<b>Omission</b> Major

			Constituents
<b>MRI</b>	<u>Uncle to me</u> that he will arrive to semarang	VP	<b>Omission</b> Grammatical Morphemes
<b>TN</b>	Dini that <u>she</u> <u>studed</u> English tonight	AU	<b>Omission</b> Content Morphemes
<b>SLH, ZN</b>	Dini says <u>that will</u> study English tonight	NP	<b>Omission</b> Grammatical Morphemes

Based on the table of errors types above, the highest classifications of omission errors made by students in future tense were grammatical morphemes with the frequency 20 (57.14%). Then, major constituents with the frequency 14 (40%), and the last content morphemes with the frequency 1 (2.85%).

## 2) Addition Errors Made by Students in Future Tense

**Table:4.17**

### **Addition Errors in Future Tense**

<b>Student's Code</b>	<b>Error</b>	<b>Linguistics Description</b>	<b>Surface Strategy Taxonomy</b>
<b>AFR, MS,MRI, AY</b>	Adi says that <u>she</u> will to go to school next years	NP	<b>Addition</b> Simple Addition
<b>AF, SH, ZN</b>	Adi says that <u>he</u> <u>would was going</u> to school next year	AU	<b>Addition</b> Double Marking
<b>NH, SNAH, MPS, AR, TS</b>	Adi says that he will <u>goes</u> to school next year	VP	<b>Addition</b> Simple Addition

<b>DG, ARS, MPS, TS</b>	Jhon says that he will <u>finishes</u> the work in <u>two day</u>	VP	<b>Addition</b> Simple Addition
<b>ARS, SNAH, AG, MS, ZN</b>	Tika and ida <u>says</u> that they will <u>going</u> to market	VP	<b>Addition</b> Simple Addition
<b>MPS</b>	Tika and ida <u>says</u> that they will <u>goes</u> to market	VP	<b>Addition</b> Simple Addition
<b>MRI</b>	Tika and ida <u>says</u> that they <u>will to go</u> to market	AU	<b>Addition</b> Simple Addition
<b>MR, MPS, MS</b>	Father says that <u>he is will comes</u> late tonight	AU	<b>Addition</b> Double Marking
<b>AFR, SLH, MH, AY, MNF</b>	Father says that he <u>will to come</u> late tonight	AU	<b>Addition</b> Simple Addition
<b>MS</b>	Hamid says to agus that <u>he will comes</u> to his home tonight	VP	<b>Addition</b> Simple Addition
<b>AFR, NH, MR, SNAH, ZN, MRI, AY</b>	Doctor tells me that <u>he would to call</u> me today	AU	<b>Addition</b> Overregularization
<b>ARS, TS, MRI, MNF</b>	Lina says to rio that she <u>will meeting</u> her in party tomorrow	VP	<b>Addition</b> Simple Addition
<b>SNAH, MPS, RA</b>	Lina says to rio that she <u>will meets</u> him in party tomorrow	VP	<b>Addition</b> Simple Addition
<b>AFR, MR, SNAH, MS, TS, MRI, RA</b>	Dini says that she <u>will to study</u> English tonight	AU	<b>Addition</b> Simple Addition

Based on the table of errors types above, only one classification of addition errors made by students in Future tense was simple addition with the

frequency 40 (75.47%). Then double marking with the frequency 6 (11.32%), and the last overregularization with the frequency 7 (13.20%).

### 3) Misformation Errors Made by Students in Future Tense

**Table:4.18**

#### **Misformation Errors in Future Tense**

<b>Student's Code</b>	<b>Error</b>	<b>Linguistics Description</b>	<b>Surface Strategy Taxonomy</b>
<b>MR, RA</b>	Adi says that <u>she will gone</u> to school next years	VP	<b>Misformation</b> Overregularization
<b>NR, ARS, SHM</b>	Adi says that he will <u>gone</u> to school next years	VP	<b>Misformation</b> Overregularization
<b>AF, MR, AR, ZN</b>	Jhon says that he <u>would finish</u> the work in two days	AU	<b>Misformation</b> Overregularization
<b>MRI, TN</b>	Jhon says that <u>they</u> will finish in two days	NP	<b>Misformation</b> Alternating form
<b>AFR, MR, AR, SLH, AY</b>	Tika and ida says that <u>she</u> will go to market	NP	<b>Misformation</b> Alternating form
<b>SNAH, ZN, MRI</b>	Father says that he <u>will to coming</u> late tonight	AU	<b>Misformation</b> Overregularization
<b>RW</b>	Father says that <u>he will coming</u> late tonight	VP	<b>Misformation</b> Overregularization
<b>DG, SII, AFR, AF, SNAH, AG, RW, SH, TS, AY</b>	Hamid says to agus that he will come to <u>her home</u> the night	NP	<b>Misformation</b> Alternating form

<b>SH, RA</b>	Doctor tells that he will call <u>you</u> today	NP	<b>Misformation</b> Alternating form
<b>TS, TN</b>	Doctor tells that he will <u>call I</u> today	NP	<b>Misformation</b> Alternating form
<b>AG</b>	Lina says to rio that <u>she would</u> meet him tomorrow	AU	<b>Misformation</b> Overregularization
<b>AFR</b>	Lina says to rio that she <u>will meet her</u> in party tomorrow	NP	<b>Misformation</b> Alternating form
<b>NR, AG</b>	Uncle says to me that <u>him will arrive</u> to semarang	NP	<b>Misformation</b> Alternating form

Based on the table of errors types above, the highest classifications of misformation errors made by students in Future tense form was alternating form with the frequency 26 (65%), then overregularization was with the frequency 14 (35%).

### c. Evaluation of Errors in Future Tense Made by Students

In this section, the researcher would like to present the description of students' ability and inability in using Future tense in English Language. So that way, in this part was fulfilled by the data gotten based on the result.



**Table 4.19**  
**The Frequency and Percentage of Students' Errors**  
**in Future Tense**

<b>Type of Tenses</b>	<b>Type of Errors</b>	<b>F</b>	<b>P</b>
Future Tense	- Omission	35	27.34%
	- Addition	53	41.40%
	- Misformation	40	31.25%
<b>TOTAL</b>		<b><math>\Sigma 128</math></b>	<b>100%</b>

Based on the result of the data above, most of the eight grade students of Mts Hidayatul Insan Palangka Raya have errors in using reported speech in future tense.

It was found the highest classifications of error made by students in using reported speech in addition errors with the frequency of 53. The second was misformation errors with the frequency was 40 and the fewest classifications was omission errors with the frequency 35.

Those are types be divided into some errors classification that can be seen in the table below:

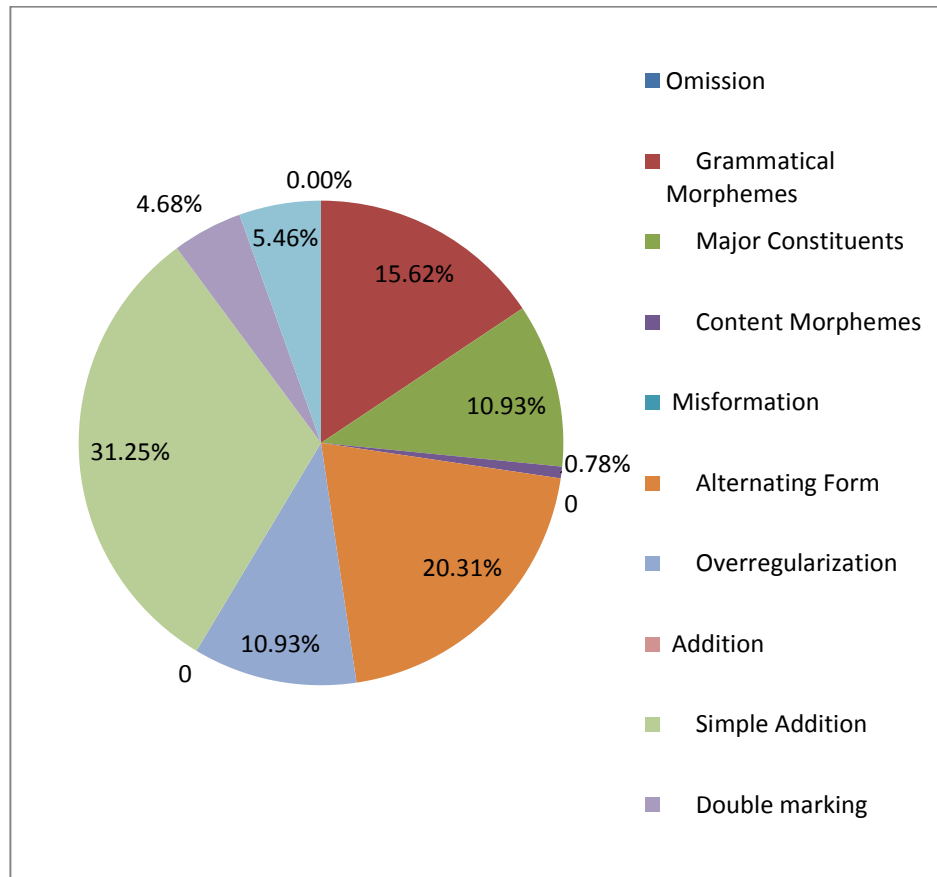
**Table 4.20**

**The Frequency and Percentage of Errors Made by Students  
Using Reported Speech in Future Tense**

<b>No.</b>	<b>Type of Errors</b>	<b>F</b>	<b>P</b>
1.	Omission		
	-Grammatical Morphemes	<b>20</b>	<b>15.62%</b>
	-Major Constituent	<b>14</b>	<b>10.93%</b>
	-Content Morphemes	<b>1</b>	<b>0.78%</b>
2.	Addition		
	-Simple addition	<b>40</b>	<b>31.25%</b>
	-Double Marking	<b>6</b>	<b>4.68%</b>
	-Overregularization	<b>7</b>	<b>5.46%</b>
3.	Misformation		
	-Alternating Form	<b>26</b>	<b>20.31%</b>
	-Overregularization	<b>14</b>	<b>10.93%</b>
	<b>TOTAL</b>	<b>Σ128</b>	<b>100%</b>

Based on the table of error types above, it could be known the highest classification of error made by students in using reported speech was addition (simple addition) with the frequency of 40 (31.25%), (Overregularization) with the frequency 7 (5.46%), and (Double marking) with frequency of 6 (4.68%). The second was Misformation (alternating form) with the frequency 26 (20.31%) and (Overregularization) with frequency 14 (10.93%). The fewest were omission (grammatical morphemes) with the frequency 20 (15.62%), (major constituents) with the frequency 14 (10.93%), and (content morphemes) with the frequency

1 (0.78%). To get clear description, the percentage of errors in using reported speech future tense in figure 4.3



## B. Discussion

### 1. The students' errors in using reported speech of simple present tense

This study was intended to investigate the errors in using reported speech in present tense faced by the eighth grade students of MTs Hidayatul Insan Palangka Raya. There were two taxonomies used to classify them. They were Linguistic Taxonomy and Surface Strategy Taxonomy.

**a. The Students' Errors in Reported Speech of Present Tense Based on Linguistic Taxonomy**

Based on linguistic taxonomy, the errors that the students faced in using reported speech in present tense were verb phrase, noun phrase, adverb phrase, auxiliary, word order and sentences.

**b. The Students' Errors in Reported Speech of Present Tense Based on Surface Strategy Taxonomy.**

This table below describes the type, the frequency and the percentage of the errors of the students in using reported speech in present tense based on surface strategy taxonomy:

**Table 4.7**  
**The Type and Frequency of Errors in**  
**Reported Speech in Present Tense**

<b>Type of Tenses</b>	<b>Type of Problems</b>	<b>F</b>	<b>P</b>
Present Tense	- Omission	27	26.47%
	- Addition	48	47.05%
	- Misformation	27	26.47%
<b>TOTAL</b>		<b>Σ102</b>	<b>100%</b>

Based on the data finding most of the eight grade of Abu Bakar class in MTs Hidayatul Insan Palangka Raya have errors in using reported speech in present tense. They are misformation errors, omission errors and addition errors. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. It was because they did not

know the rules in writing well. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. It was because they did not know the rules how to write the word in English. This type occurred in four classifications in simple past tense. They were grammatical morphemes, major constituents, contents morphemes and overregularization. Addition errors they are characterized by the presence of an item which must not appear in a well-formed utterance. This is type of errors only occurred in one classification that was simple addition.

**c. The Causes of Errors in Reported Speech of Present Tense Made by the Students**

From the test, there were three causes which the errors in using reported speech in present tense. They are overgeneralization, mother tongue interference, incomplete application rules and inappropriate in using of auxiliary verb 'be'. The causes will be explained as follows:

**1) Overgeneralization**

Richard in Ermaya states Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.<sup>1</sup> This category is caused by the learners use the previously available strategies in new situation. Based on the test, the causes of errors is on writing using

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<sup>1</sup>Ermaya, *Errors on Writing Verbal and Nominal Sentences in Simple Past Tense Made by the Tenth Year Students of MA Hidayatul Insanof Palangka Raya*, 2011, p. 18

present tense the students made wrong form in making the sentence. The second, they generalized am, is, are for all persons in the present tense. For instance, they thought that all persons had the same be, so they made error on writing the sentence.

## **2) Mother Tongue Interference**

When people learn another language, their mother tongue sometimes interferes with the target language. This phenomenon is often called interference. Interference is often caused by similarities between their mother tongue and the target language. If they are learning to speak the target language, the similarities between the two languages may cause much difficulty. They used their knowledge of their mother tongue and based on the knowledge they may produce utterances which do not exist in the target language. Corder states The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a “Foreign pronunciation” faulty grammatical pattern and occasionally to the wrong choice of vocabulary.<sup>2</sup> It means that the sound system (phonology) can influence the students’ writing.

## **3) Incomplete Application Rules**

Incomplete application of rules involves a failure to fully develop a structure. The learners of target language English have been observed to use declarative word order in question, for example

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<sup>2</sup>*Ibid.*, p.100

*“Tika says that she always bring doll every day”, it should be “Tika says that she always brings doll every day”. There were two students that made incomplete application rules they are AY and MR.*

## **2. The students’ errors in using reported speech of simple past tense**

This study was intended to investigate the errors in using reported speech in past tense faced by the eight grade students of MTs Hidayatul Insan Palangka Raya. There were two taxonomies used to classify them. They were Linguistic Taxonomy and Surface Strategy Taxonomy.

### **a. The Students’ Errors in Using Reported Speech of Past Tense Based on Linguistic Taxonomy**

Based on linguistic taxonomy, the errors that the students faced in using reported speech in past tense were verb phrase, noun phrase, adverb phrase, auxiliary, word order and sentences.

### **b. The Students’ Errors in Using Reported Speech of Past Tense Based on Surface Strategy Taxonomy.**

The table below describes the type, the frequency and the percentage of the errors of the students in using reported speech in simple past tense based on surface strategy taxonomy:

**Table 4.14**  
**The Type and Frequency of Errors in**  
**Using Reported Speech in Past Tense**

<b>Type of Tenses</b>	<b>Type of Problems</b>	<b>F</b>	<b>P</b>
Past Tense	- Omission	11	10.89%
	- Addition	28	27.72%
	- Misformation	62	61.38%
<b>TOTAL</b>		<b>Σ101</b>	<b>100%</b>

Based on the data finding most of the eight grade of Abu Bakar class in MTs Hidayatul Insan Palangka Raya have errors in using reported speech in simple past tense. They are misformation errors, omission errors and addition errors. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. It was because they did not know the rules in writing well. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. It was because they did not know the rules how to write the word in English. This type occurred in four classifications in simple past tense. They were grammatical morphemes, major constituents, contents morphemes and overregularization. Addition errors they are characterized by the presence of an item which must not appear in a well-formed utterance. This is type of errors only occurred in one classification that was simple addition.



**c. The Causes of Errors in Using Reported Speech in Past Tense Made by the Students**

From the test, there were three causes which cause the errors in using reported speech in past tense. They are overgeneralization, mother tongue interference, incomplete application rules and inappropriate in using of auxiliary verb 'be'. The causes will be explained as follows:

**1) Overgeneralization**

Richard in Ermaya states Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.<sup>3</sup> This category is caused by the learners use the previously available strategies in new situation. Based on the test, the causes of errors is on writing using reported speech the students made wrong form in making the sentence. The second, they generalized *was* or *were*, for all tenses in the past tense. For instance, they thought that all persons had the same be, so they made error on writing the sentence. Example Tio and Lili said that they are reading comic book last night". It should be Tio and Lili said that they read comic book last night". There were five students that made overgeneralization they are AFR, SLM, MS, TS, and MRI.

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<sup>3</sup>*Ibid.*, p.18

## 2) Mother Tongue Interference

When people learn another language, their mother tongue sometimes interferes with the target language. This phenomenon is often called interference. Interference is often caused by similarities between their mother tongue and the target language. If they are learning to speak the target language, the similarities between the two languages may cause much difficulty. They used their knowledge of their mother tongue and based on the knowledge they may produce utterances which do not exist in the target language. Corder states The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a “Foreign pronunciation” faulty grammatical pattern and occasionally to the wrong choice of vocabulary.<sup>4</sup> It means that the sound system (phonology) can influence the students’ writing. Some students *wrote many fish for many fishes, readed for read, and boughting for bought*. There were six students that wrote *many fish for many fishes* they were NR, DG, SII, SLH, MRI, and NH. There were seven students that wrote *readed for read* they were NA, NH, AF, SNAH, AR, ZN, and SHM. There were two students taht wrote *boughting for bought* they are DG and ZN.

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<sup>4</sup>*Ibid.*, p.100

### 3) Incomplete Application Rules

Incomplete application of rules involves a failure to fully develop a structure. The learners of target language English have been observed to use declarative word order in question, for example “*Rina and tio said that they many fishes yesterday*”, it should be “*Rina and Tio said that they got many fishes yesterday*”. There was a student that made incomplete application rules he was ARD.

### 3. The students’ errors in using reported speech of simple future tense

This study was intended to investigate the errors in using reported speech in future tense faced by the eight grade students of MTs Hidayatul Insan Palangka Raya. There were two taxonomies used to classify them. They were Linguistic Taxonomy and Surface Strategy Taxonomy.

#### a. The Students’ Errors in Using Reported Speech of Future Tense Based on Linguistic Taxonomy

Based on linguistic taxonomy, the errors that the students faced in using reported speech in future tense were verb phrase, noun phrase, adverb phrase, auxiliary, word order and sentences.

#### b. The Students’ Errors in Using Reported Speech of Future Tense Based on Surface Strategy Taxonomy.

This table below describes the type, the frequency and the percentage of the errors of the students in using reported speech in future tense based on surface strategy taxonomy:

**Table 4.21**  
**The Type and Frequency of Errors in Using Reported Speech in**  
**Future Tense**

<b>Type of Tenses</b>	<b>Type of Problems</b>	<b>F</b>	<b>P</b>
Future Tense	- Omission	35	27.34%
	- Addition	53	41.40%
	- Misformation	40	31.25%
<b>TOTAL</b>		<b>Σ128</b>	<b>100%</b>

Based on the data finding most of the eight grade of Abu Bakar class in MTs Hidayatul Insan Palangka Raya have errors in using reported speech in future tense. They are misformation errors, omission errors and addition errors. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. It was because they did not know the rules in writing well. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. It was because they did not know the rules how to write the word in English. This type occurred in four classifications in simple past tense. They were grammatical morphemes, major constituents, contents morphemes and overregularization. Addition errors they are characterized by the presence of an item which must not appear in a well-formed utterance. This is type of errors only occurred in one classification that was simple addition

**c. The Causes of Errors in Using Reported Speech in Future Tense Made by the Students**

From the test, there were three causes which cause the errors in using reported speech in future tense. They are overgeneralization, mother tongue interference, incomplete application rules and inappropriate in using of auxiliary verb 'be'. The causes will be explained as follows:

**1) Overgeneralization**

Richard in Ermaya states Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.<sup>5</sup>This category is caused by the learners use the previously available strategies in new situation. Based on the test, the causes of errors is on writing using reported speech the students made wrong form in making the sentence. The second, they generalized *will* for all persons in the future tense. For instance, they thought that all persons had the same be, so they made error on writing the sentence.

**2) Mother Tongue Interference**

When people learn another language, their mother tongue sometimes interferes with the target language. This phenomenon is often called interference. Interference is often caused by similarities

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<sup>5</sup>*Ibid.*,p.18

between their mother tongue and the target language. If they are learning to speak the target language, the similarities between the two languages may cause much difficulty. They used their knowledge of their mother tongue and based on the knowledge they may produce utterances which do not exist in the target language. Corder states The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a “Foreign pronunciation” faulty grammatical pattern and occasionally to the wrong choice of vocabulary.<sup>6</sup>It means that the sound system (phonology) can influence the students’ writing. Some students wrote *the night for tonight, arive for arrive, and studed for studied*. There were ten students that wrote *the night for tonight* they are DG, SH, AFR, AF, SNAH, AG, RW, SH, TS, and AY. There were two students that wrote *arive for arrive* they are MR and RA.

### 3) Incomplete Application Rules

Incomplete application of rules involves a failure to fully develop a structure. The learners of target language English have been observed to use declarative word order in question, for example “*Uncle says to me that he arrived to semarang*” and it should be “*Uncle says to me that he will arrive to semarang*”. There

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<sup>6</sup>*Ibid.*, p.100

were five students made incomplete application rules they are AFR, SNAH, ZN, TN, and MPS.